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ABSTRACT

This set of 7 modules on medical and surgical asepsis is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: washing hands, preparing equipment for sterilization, preparing an isolation unit, performing terminal disinfection, serving and removing food trays for the isolation patient, putting on and removing gloves and face masks, and putting on and removing sterile or non-sterile isolation gowns. (YLB)

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HEALTH OCCUPATIONS EDUCATION I

MODULE NO. I-A to I-G

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WASHING HANDS

INTRODUCTION

Washing your hands is a basic skill which is essential for any health assistant position. Because the fingers are the most common means of transmitting diseases, using the correct handwashing procedure is the best method of preventing hospital infections. In this module you will learn the correct technique for washing the hands to prevent the spread of germs among people and between equipment and people.

DIRECTIONS

In order to complete this module you will need:

1. Soap – (liquid preferred)
2. Paper Towels
3. Sink with hand, knee or foot controls of water supply
4. Wastebasket

Read the objective below. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided handwashing facilities and the necessary equipment and supplies, wash your hands. The handwashing procedures will be evaluated in accordance with a performance checklist. All checklist items must be rated fully accomplished.

LEARNING ACTIVITIES

1. READ about handwashing in your text, Nursing Skills for Allied Health Services, pp. 36-45,

   (and/or)_____.

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. VIEW Trainex Filmstrip, "Medical Asepsis," to learn about handwashing,

   (and/or)_____.

4. PRACTICE handwashing technique with partner,

   (and/or)_____.

5. COMPLETE Student Self-Check, HANDWASHING.

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers against the key.

COLUMN A	COLUMN B
1. Nosocomial infection	A. To make unclean; unsterile
2. Microorganisms	B. Free of germs; sterile
3. Circular	C. Disease producing microorganisms
4. Friction	D. Spreading
5. Contaminate	E. Instrument used to view microorganisms
6. Asepsis	F. Germs
7. Bacteria	G. Pertaining to reproductive and excretory organs
8. Pathogen	H. Organisms that survive without oxygen
9. Nonpathogenic	I. Hospital-acquired infection
10. Transmission	J. Preventing or arresting growth of microorganisms
11. Microscope	K. Rubbish
12. Debris	L. Microorganisms that needs oxygen to survive
13. Genitourinary	M. Rubbing with effort
14. Aerobic	N. Microorganisms that do not cause disease
15. Anaerobic	O. One-celled organisms; some cause disease
16. Antiseptic	P. Rotating

STUDENT SELF-CHECK

Handwashing

Read each statement below. On a separate sheet of paper, record the best answer(s). Check your answers against the key.

1. How long should you wash your hands at the beginning of a work shift?

   a. 30 seconds
   b. one minute
   c. two minutes
   d. four minutes

2. Which of the following supplies are part of the handwashing procedure?

   a. water
   b. wastebasket
   c. soap
   d. all of these

3. Which of these areas should the health assistant touch during the handwashing procedure?

   a. faucet
   b. hair
   c. sink
   d. none of these

4. Which of these should not be washed during the handwashing procedure?

   a. areas between fingers
   b. fingernails
   c. palms
   d. elbows

5. State the four (4) ways in which bacteria are spread.

   a.
   b.
   c.
   d.

6. What is the most common method of spreading disease? _____

7. State the single most effective way to prevent the spread of disease. _____

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, WASHING HANDS.

You will be given handwashing facilities and the necessary supplies. Wash your hands.

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of washing hands.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

When washing the hands, the student:

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Stood away from sink to avoid contacting sink with clothing	[ ]	[ ]	[ ]	[ ]
2. Adjusted water volume and temperature	[ ]	[ ]	[ ]	[ ]
3. Wet hands	[ ]	[ ]	[ ]	[ ]
4. Applied soap thoroughly	[ ]	[ ]	[ ]	[ ]
5. Washed palms and backs of hands with strong friction	[ ]	[ ]	[ ]	[ ]
6. Washed fingers, between fingers, wrists, and lower forearms	[ ]	[ ]	[ ]	[ ]
7. Rinsed well. Allowed water to run from wrists to fingers	[ ]	[ ]	[ ]	[ ]
8. Repeated steps 4-7	[ ]	[ ]	[ ]	[ ]
9. Dried thoroughly with paper towel from wrists to fingertips	[ ]	[ ]	[ ]	[ ]
10. Turned off water with paper towel	[ ]	[ ]	[ ]	[ ]
11. Discarded towel in receptacle	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. I
2. F
3. P
4. M
5. A
6. B
7. O
8. C
9. N
10. D
11. E
12. K
13. G
14. L
15. H
16. J

STUDENT SELF-CHECK KEY

Handwashing

1. C
2. D
3. D
4. D
5. Patient to Worker
   Worker to Worker
   Patient to Patient
   Equipment to Patient or Worker
6. Fingers
7. Handwashing

PREPARING EQUIPMENT FOR STERILIZATION

INTRODUCTION

In this module you will learn how to clean, wash, and dry instruments, glassware, and rubber goods in preparation for sterilization. These performances are related to future modules on medical asepsis. Clean, sterile equipment is essential to help maintain a clean, safe environment in the health facility and to prevent the spread of disease.

DIRECTIONS

In order to complete this module you will need:

1. Assorted instruments - clamps, scissors, forceps, etc.
2. Glass syringes, asepto syringe or glass jars.
3. Rubber tubing, catheters or bulb syringes.
4. Basin.
5. Soap or detergent and scrub brush.

Read the objective. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVE

Given soiled instruments or equipment and the necessary cleaning materials, clean, wash, and dry the equipment and instruments in an effective and safe manner.

LEARNING ACTIVITIES

1. READ about the cleaning, washing, and drying of instruments and equipment in Student Information Sheet, CLEANING, WASHING, AND DRYING OF INSTRUMENTS AND EQUIPMENT.

   (and/or) _____

2. OBSERVE cleaning, washing, and drying of equipment as demonstrated by instructor.

   (and/or) _____

3. PRACTICE cleaning, washing and drying of equipment.

   (and/or) _____

4. COMPLETE Student Self-Check, PREPARATION OF EQUIPMENT FOR STERILIZATION.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Cleaning, Washing, and Drying of Instruments and Equipment

The following steps should be used when equipment and instruments are being prepared for sterilization.

1. Open all clamps, scissors or hinged equipment.
2. Rinse with cool water, forcing water through items such as: tubing, syringes, needles, etc.
3. Soak in detergent or soap solution.
4. Scrub with brush, especially hinged areas, grooves, etc.
5. Rinse thoroughly under running water.
6. Dry by hand, force air dry, or allow to drain dry where appropriate.
7. Place damaged or broken instrument in appropriate area for repair or replacing.

STUDENT SELF-CHECK

Preparation of Equipment for Sterilization

Read each statement and decide if it is True or False. Record your answer on a separate sheet of paper. Check your answer with the key.

1. Clamps and scissors are left closed for cleaning.
2. A cleaning brush is required to clean equipment.
3. Throw broken equipment away.
4. Wash instruments and equipment in alcohol.
5. Soak tubing in clear water.
6. Scrub grooves and hinges thoroughly.
7. Send dirty equipment to be sterilized before washing.
8. Leave dirty equipment for next worker.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, PREPARING EQUIPMENT FOR STERILIZATION.

You will be given soiled instruments and equipment and the necessary cleaning materials. Clean, wash, and dry the equipment and instruments.

PREPARING EQUIPMENT FOR STERILIZATION

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of preparing equipment for sterilization.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When preparing equipment and instruments for sterilization, the student:				
Cleaned, washed, and dried all equipment and instruments in an effective and safe manner.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Preparation of Equipment for Sterilization

1. F
2. T
3. F
4. F
5. F
6. T
7. F
8. F

PREPARING AN ISOLATION UNIT

INTRODUCTION

Preparing an isolation unit is a necessary task in order to provide all personnel, patients, and visitors with the assurance that they will be protected from communicable diseases within the hospital. This task is related to future modules on medical asepsis. In this module you will learn how to prepare the isolation unit and/or room for the patient with a communicable disease.

DIRECTIONS

In order to complete this module you will need:

1. Isolation signs
2. Bedside table or stand or isolation cart
3. Isolation gowns, masks, booties and gloves
4. Paper bags - large and small
5. Plastic trash bags
6. Isolation laundry bags
   a. cloth
   b. disposable
7. I.V. standard
8. Hamper for soiled linen
9. Wastebasket and cover
10. Patient admission kit
11. Bedpan and/or urinal, toilet tissue
12. Paper towels and soap
13. Basin and disinfectant solution
14. Isolation labels, tape and red marking pencil.
15. Food tray with silverware or disposable utensils

Read the objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided with the necessary equipment and supplies and a physician's order, prepare the isolation area for the patient with a communicable disease. The following criteria must be met:

1. The correct isolation sign is placed on the door.
2. The proper supplies are stored in the stand outside the unit.
3. Wastebasket and laundry hamper are properly lined.

LEARNING ACTIVITIES

1. READ about the preparation of the isolation unit in your text, Nursing Skills for Allied Health Services, pp. 710-716.

   (and/or) _____

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. READ Student Information, ISOLATION SIGNS.

   (and/or) _____

4. VIEW Trainex Filmstrip, "Principles of Isolation Technique."

   (and/or) _____

5. PRACTICE setting up the isolation unit.

   (and/or) _____

6. COMPLETE Student Self-Check, PREPARATION OF THE ISOLATION UNIT.

7. ARRANGE with your teacher to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers against the key.

Column A

1. Barrier sign
2. Isolation sign
3. Precaution sign
4. Water soluble
5. Isolation unit
6. Communicable disease
7. Discard
8. Disposable
9. Disinfectant

Column B

A. Throwaway; use one time only

B. Special area for patient with communicable disease

C. Sign designating communicable disease

D. Sign designating communicable disease

E. Sign designating communicable disease

F. To dispose of

G. Dissolves in hot water

H. Agent that destroys pathogen

I. Disease easily given to another person

STUDENT INFORMATION

Isolation Signs

A review of five isolation signs is shown below. Study each one carefully.

1. Protective Isolation - Blue Sign
2. Wound and Skin Precautions - Green Sign
3. Respiratory Isolation - Red Sign
4. Enteric Precaution - Brown Sign
5. Strict Isolation - Yellow Sign

PROTECTIVE ISOLATION

Visitors - Report to Nurses' Station Before Entering Room

1. Private room - door must be closed.
2. Gowns - must be worn by all who enter the room.
3. Masks - must be worn by all who enter the room.
4. Hands - washed on entering and leaving the room.
5. Gloves - worn by all having direct patient contact.
6. Articles - suitable to the condition of isolation.

WOUND & SKIN PRECAUTIONS

Visitors - Report to Nurses' Station Before Entering Room

1. Private Room - desirable.
2. Gowns - must be worn by all persons having direct contact with patient.
3. Masks - not necessary except during dressing changes.
4. Hands - must be washed on entering and leaving room.
5. Gloves - must be worn by all persons having direct contact with infected area.
6. Articles - special precautions necessary for instruments, dressings, and linen.

NOTE: See manual for Special Dressing Techniques to be used when changing dressings.

STUDENT INFORMATION (Continued)

RESPIRATORY ISOLATION

Visitors - Report to Nurses' Station Before Entering Room

1. Private Room - necessary; door must be kept closed.
2. Gowns - not necessary.
3. Masks - must be worn by all person entering and leaving room.
4. Hands - must be washed on entering and leaving room.
5. Gloves - not necessary.
6. Articles - those contaminated with secretions must be disinfected.
7. Caution - all persons susceptible to the specific disease should be excluded from patient area; if contact is necessary, susceptibles must wear masks.

ENTERIC PRECAUTIONS

Visitors - Report to Nurses' Station Before Entering Room

1. Private Room - necessary for children only.
2. Gowns - must be worn by all persons having direct contact with patient.
3. Masks - not necessary.
4 Hands - must be washed on entering and leaving room
5. Gloves - must be worn by all persons having direct contact with patient or with articles contaminated with fecal material.
6. Articles - special precautions necessary for articles contaminated with urine and feces. Articles must be disinfected or discarded.

STUDENT INFORMATION (Continued)

STRICT ISOLATION

Visitors - Report to Nurses' Station Before Entering Room

1. Private Room - necessary; door must be kept closed.
2. Gowns - must be worn by all persons entering room.
3. Masks - must be worn by all persons entering room.
4. Hands - must be washed on entering and leaving room.
5. Gloves - must be worn by all persons entering room.
6. Articles - must be discarded, or wrapped before being sent to Central Supply for disinfection or sterilization.

STUDENT SELF-CHECK

Preparation of the Isolation Unit

Read each statement below. On a separate sheet of paper, record the best answer. Check your answers against the key.

1. The isolation sign is placed:

   A. At the nurses' station
   B. Over the wastebasket
   C. On the isolation unit door
   D. On the patient's bathroom door

2. Isolation gowns and masks are placed:

   A. In the room
   B. Outside the room
   C. Down the hall
   D. Over the patient's bed

3. Wastebaskets and laundry hampers are:

   A. Lined with paper bags
   B. Lined with plastic bags
   C. Left unlined
   D. Hidden by the patient's bed

4. Isolation signs are necessary to:

   A. Identify the disease
   B. Identify the area
   C. Both A and B
   D. Neither A nor B

5. The Isolation signs are color coded to identify type of disease and are:

   A. Yellow, Pink, Green and Red
   B. Green, Brown, Yellow and Blue
   C. Red, Brown, Green, Yellow, and Black
   D. Blue, Green, Red, Brown, and Yellow

6. List the type of isolation which each color represents:

   A. Yellow -
   B. Blue -
   C. Green -
   D. Brown -
   E. Red -

CHECK-OUT ACTIVITIES

Preparing an Isolation Unit

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities your evaluator will rate your performance using the Evaluator's Final Checklist, PREPARING AN ISOLATION UNIT.

You will be given the necessary equipment and supplies and a physician's order. Prepare the isolation unit.

PREPARING AN ISOLATION UNIT

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of preparing an isolation unit.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When preparing the isolation unit, the student:				
A. Checked physician's order.	[ ]	[ ]	[ ]	[ ]
B. Placed the correct isolation sign on the door.	[ ]	[ ]	[ ]	[ ]
C. Stored the proper supplies in the stand outside the unit.	[ ]	[ ]	[ ]	[ ]
D. Lined the wastebasket and laundry hamper properly.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. C
2. D
3. E

(All the same—used interchangeably)

4. G
5. B
6. I
7. F
8. A
9. H

STUDENT SELF-CHECK KEY

Preparation of the Isolation Unit

1. C
2. B
3. B
4. B
5. D
6. A. Strict
   B. Protective
   C. Wound and Skin
   D. Enteric
   E. Respiratory

PERFORMING TERMINAL DISINFECTION

INTRODUCTION

The isolation unit is exposed to more germs than the usual hospital unit; therefore, special precautions must be taken during the final cleaning process. This procedure is called terminal disinfection and includes cleaning the room, supplies, and utensils when a patient dies, is discharged, or is transferred from the isolation unit. This task is necessary to prevent the spread of disease within the health facility and is a basic skill for any health assistant position. In this module you will learn to perform terminal disinfection with the assistance of a co-worker who will remain "clean" outside the isolation unit.

DIRECTIONS

In order to complete this module you will need:

1. Germicidal solution
2. Gown (mask and gloves, if required)
3. Laundry bags – disposable and linen
4. Trash bags
5. Cleaning cloths
6. Labels, tape and red marking pencil
7. Basin
8. Paper bags

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a simulated isolation unit that has been vacated, the necessary equipment and supplies, and an outside assistant, terminally disinfect the unit. The procedure must be performed without contamination.

LEARNING ACTIVITIES

1. READ about terminal disinfection in your text, Nursing Skills for Allied Health Services, pp. 727-728.

   (and/or) _____

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. VIEW Trainex Filmstrip, "Cleaning the Isolation Room."

   (and/or) _____

4. PRACTICE cleaning the isolation room.

   (and/or) _____

5. COMPLETE Student Self-Check, TERMINAL DISINFECTION.

6. ARRANGE with evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers against the key.

COLUMN A	COLUMN B
1. Disinfect	A. Person outside isolation room
2. Terminal	B. Machine used to sterilize
3. Contaminated	C. To kill all microorganisms
4. Concurrent	D. Dirty, unclean
5. Culture	E. Person working inside isolation unit
6. Autoclave	F. Throwaway
7. Sterilize	G. To kill disease-causing organisms
8. Incinerator	H. At the same time
9. Expendable	I. To grow in a prepared medium
10. "Clean" person	J. Final
11. "Dirty" person	K. Furnace to burn trash

STUDENT SELF-CHECK

Terminal Disinfection

Read each statement and determine whether it is True or False. Record your response on a separate sheet of paper. Compare your answer with the key.

1. After discharge of an "isolation patient," it is sufficient terminal disinfection to air the room one hour.
2. Gowns, masks, gloves and booties are required in terminal disinfection.
3. When performing terminal disinfection, equipment is thrown away.
4. The equipment in an isolation unit is considered contaminated.
5. Linen from an isolation unit is "double-bagged."
6. Terminal disinfection requires two people.
7. Articles that can be sterilized need not be wrapped.
8. Thermometers and otoscopes may be sterilized by autoclaving.
9. The "clean" person is inside the isolation room.
10. The patient is the "dirty" person.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, PERFORMING TERMINAL DISINFECTION.

You will be given a simulated isolation unit, the necessary equipment and supplies, and an outside assistant. Perform terminal disinfection for this unit.

PERFORMING TERMINAL DISINFECTION

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of performing terminal disinfection.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When performing terminal disinfection, the student:				
Completed the procedure without contamination.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. G
2. J
3. D
4. H
5. I
6. B
7. C
8. K
9. F
10. A
11. E

STUDENT SELF-CHECK KEY

Terminal Disinfection

1. F
2. F
3. F
4. T
5. T
6. T
7. F
8. F
9. F
10. F

SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT

INTRODUCTION

Food for the isolation patient must be served with special precautions. All uneaten food from the isolation unit must be considered contaminated and removed in a safe manner. These are tasks routinely performed by the health assistant; they are related to all studies on isolation technique and are essential in the prevention of the spread of infectious diseases. In this module you will be learning how to serve and remove food trays for a patient in isolation.

DIRECTIONS

In order to complete this module you will need:

a. Reusable and disposable food trays
b. Serving dishes, cutlery, and glassware
c. Cap, gown, mask, and gloves

Before you start to work on this module, be sure you have completed the modules, "Washing Hands," "Putting On and Removing Sterile or Nonsterile Isolation Gown," and "Putting On and Removing Gloves and Face Masks."

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient in an isolation unit, a food tray, and the necessary equipment and supplies, serve and remove the food tray without contaminating yourself or the environment outside the isolation unit. The remaining food and utensils must be disposed of in their proper places.

LEARNING ACTIVITIES

1. READ about the serving and removing of food trays of the isolation patient in your text, Nursing Skills for Allied Health Services, pp. 722-723.

   (and/or)_____.

2. VIEW Trainex Filmstrip, "Principles of Isolation Technique," to learn about serving and removing food trays.

   (and/or)_____.

3. PRACTICE serving and removing food trays.

   (and/or)_____.

4. COMPLETE Student Self-Check, SERVING OR REMOVING FOOD TRAYS OF THE ISOLATION PATIENT.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Serving or Removing Food Trays of the Isolation Patient

Read each statement and determine whether it is True or False. On a separate sheet of paper record your response. Mark "T" for True and "F" for False. Compare your answers with the key.

1. Food trays may be served to the patient in isolation in the regular fashion.
2. When serving food trays to the patient in isolation, you must wear gloves.
3. Isolation food trays and utensils may be of disposable materials.
4. The double-bagging technique is necessary when removing isolation reusable food dishes.
5. Disposable dishes are disposed of in a trash container outside the patient's room.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, you evaluator will rate your performance using the Evaluator's Final Checklist, SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT.

You will be given a patient in an isolation unit, a food tray, and the necessary equipment and supplies. Serve and remove the food tray without contaminating yourself or the environment outside the isolation unit.

SERVING OR REMOVING FOOD TRAYS FOR THE ISOLATION PATIENT

I-E

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of serving or removing food trays for the isolation patient.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When serving the tray to a patient in an isolation unit, the student:				
A. served the tray without contaminating himself/herself	[ ]	[ ]	[ ]	[ ]
B. washed hands before leaving room	[ ]	[ ]	[ ]	[ ]
2. When removing the tray from the isolation unit, the student:				
A. removed the tray without contaminating himself/herself	[ ]	[ ]	[ ]	[ ]
B. removed the tray without contaminating the environment outside the isolation unit	[ ]	[ ]	[ ]	[ ]
C. disposed of the remaining food and utensils in their proper places	[ ]	[ ]	[ ]	[ ]

PUTTING ON AND REMOVING GLOVES AND FACE MASKS

INTRODUCTION

There are many times when a health assistant is required to work in the isolation unit. While caring for the patient in the isolation unit, you will need to use a face mask and gloves to protect yourself and others from germs and diseases. This task relates to all other isolation techniques and is necessary to prevent the spread of infectious diseases. In this module you will be learning how to put on and remove a face mask and gloves.

DIRECTIONS

In order to complete this module you will need single-use gloves (sterile or nonsterile) and face masks (cloth or disposable).

Before you start to work on this module, be sure you have completed the module entitled, "WASHING HANDS."

Read the objectives. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

1. Given a pack of single-use gloves (sterile or nonsterile), put the gloves on and remove them. The gloves must be put on without breaking sterile technique, and

the cuffs of the gloves must cover the gown cuffs. The gloves must be removed without breaking sterile technique and removed before the gown is removed.

2. Provided with a face mask, put on and remove the mask. The mask must be placed over the mouth and face and the strings tied at the back of the head. When removing the mask, handle only the strings.

LEARNING ACTIVITIES

1. READ about putting on and removing sterile and nonsterile gloves and face masks in your text, Nursing Skills for Allied Health Services, pp. 716-717, 720-721,

   (and/or)_____.

2. VIEW Trainex Filmstrip, "Principles of Isolation Technique," to learn about putting on and removing gloves and face masks,

   (and/or)_____.

3. VIEW a demonstration by instructor on putting on and removing gloves and face masks,

   (and/or)_____.

4. PRACTICE putting on and removing gloves and face masks,

   (and/or)_____.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, PUTTING ON AND REMOVING GLOVES AND FACE MASKS.

You will be given sterile or nonsterile gloves and face masks. Put on and remove the gloves and masks.

PUTTING ON AND REMOVING GLOVES AND FACE MASKS

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of putting on and removing gloves and face masks.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When putting on and removing gloves, the student:				
A. put on the gloves without breaking sterile technique	[ ]	[ ]	[ ]	[ ]
B. covered the gown cuffs with the glove cuffs	[ ]	[ ]	[ ]	[ ]
C. removed the gloves without breaking sterile technique	[ ]	[ ]	[ ]	[ ]
D. removed the gloves before removing the gown	[ ]	[ ]	[ ]	[ ]
2. When putting on and removing the face mask, the student:				
A. placed the mask over the mouth and nose	[ ]	[ ]	[ ]	[ ]
B. tied the strings at the back of the head	[ ]	[ ]	[ ]	[ ]
C. removed the mask by handling only the strings	[ ]	[ ]	[ ]	[ ]

PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN

INTRODUCTION

Putting on and removing an isolation gown is a task that is related to all other isolation procedures and is necessary to prevent the spread of infectious diseases. Because the health assistant will come in contact with patients in isolation, it is important to learn this task to prevent contamination of her/his uniform.

In this module, you will be learning how to put on and remove an isolation gown. The three types of isolation gowns include:

1. Cotton twill (reusable after washing).
2. Paper disposable (thrown away after wearing).
3. Plastic disposable (thrown away after wearing).

DIRECTIONS

In order to complete this module you will need a sterile or nonsterile gown (cloth and disposable).

Before you start to work on this module, be sure you have completed the module entitled, "Washing Hands."

Read the objective. If you think you are already able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a sterile or nonsterile gown, put on and remove the gown. This procedure must be done without contamination.

LEARNING ACTIVITIES

1. READ about isolation gowning in your text, Nursing Skills for Allied Health Services, pp. 717-719.

   (and/or) _____

2. VIEW Trainex Filmstrip, "Principles of Isolation Technique" to learn about putting on and removing sterile and nonsterile gowns.

   (and/or) _____

3. VIEW demonstration of gowning by instructor.

   (and/or) _____

4. PRACTICE putting on and taking off gown.

   (and/or) _____

5. COMPLETE Student Self-Check, GOWNING.

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Gowning

Read each statement and determine whether it is True or False. On a separate sheet of paper record your response. Mark "T" for True and "F" for False. Compare your answers with the key.

1. It is necessary to wear a gown when giving a bedpan.
2. A urine specimen may be taken without a gown as long as the uniform does not touch anything.
3. The ties of the gown at the waist line are considered clean.
4. Isolation technique requires that a gown be worn at all times.
5. Gowns may be laundered if reusable.
6. In regular isolation the inside of the gown is considered contaminated.
7. In reverse isolation the outside of the gown is considered sterile.
8. As you remove the isolation gown, turn the gown inside out.
9. When removing isolation apparel, the gown should be removed first.
10. The ties at the neck of the gown are considered clean.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN.

Provided a sterile or nonsterile gown, put on and remove the gown without breaking sterile technique.

PUTTING ON AND REMOVING STERILE OR NONSTERILE ISOLATION GOWN

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of putting on and removing sterile or nonsterile isolation gown.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When putting on and removing the gown, the student:				
Completed the procedure without contamination.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Gowning

1. F
2. T
3. F
4. F
5. T
6. F
7. T
8. T
9. F
10. T